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ABSTRACT

In spring 1987, a study was conducted at Johnson County Community College (JCCC) to ascertain student preferences for courses which fulfilled a set of new degree requirements and to develop a broader understanding of factors affecting class selection decisions. A representative sample of JCCC students attending 32 classes was surveyed in class during the last week of March 1987. Study findings, based on responses from 541 completed surveys, included the following: (1) scheduling decisions were not influenced by registration method (e.g., walk-in, telephone, or late registration); (2) academic requirements were the most important factors in overall course selection; (3) "time of day class meets" was considered a major influence in selecting a particular class section by 90% of the respondents; (4) less than 30% of the respondents indicated that their enrollment decisions were influenced by the instructor assigned to teach a course; (5) of students who indicated a preference, 72.7% preferred male instructors to female instructors, 66.7% perferred younger to older instructors, 78.5% preferred experienced to new teachers, 83.9% preferred full-time to part-time teachers, and 88.6% preferred informal to formal teaching styles; (6) factors affecting the course selection decisions of students seeking degrees were similar to those affecting all students; and (7) dislike of instructor, scheduling conflicts, and bad grades were the primary reasons for dropping classes. The survey instrument is appended. (EJV)

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Course Selection and Decision-Making at Johnson County Community College

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Office of Institutional Research
Johnson County Community College
12345 College at Quivira
Overland Park, KS 66210-1299

December 1987

JC 880 041

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COURSE SELECTION AND DECISION-MAKING AT JOHNSON COUNTY COMMUNITY COLLEGE

Office of Institutional Research
Johnson County Community College
12345 College at Quivira
Overland Park, KS 66219-1299

December 1987

COURSE SELECTION AND DECISION-MAKING
AT JOHNSON COUNTY COMMUNITY COLLEGE

Executive Summary

In the fall of 1985 Johnson County Community College implemented a set of new degree requirements. These degree requirements were guided by a belief that the degree should symbolize a successful attempt on the part of the College to lead students through patterns of learning experiences designed to develop certain capabilities and insights. It should reflect the conviction of the faculty that those who receive the degrees possess in common certain basic principles, concepts, and skills both unique to, and shared by, the various disciplines.

In the spring of 1987 a study of course selection and decision-making by JCCC students was conducted to ascertain student preferences for courses to fulfill the new degree requirements and to develop a broader understanding of the variables affecting class selection decisions. Utilization of this information will aid JCCC faculty and staff in providing guidance to future JCCC students. The survey instruments utilized may be found in Appendices A and B.

Analysis of findings by age ranges was included to provide an added dimension to the results of this study. Caution should be exercised in interpreting these findings due to the relatively small number of respondents within some age ranges.

Methodology

A representative sample of JCCC students was obtained by selecting 32 classes in which to administer surveys. Selection of classes was based on the following criteria: 1) discipline, 2) class meeting time, 3) class meeting days, and 4) class level (introductory or advanced; freshman or sophomore). See Appendix C for participating course sections.

Surveys were administered by participating instructors during the last week in March, 1987. A total of 541 completed surveys were returned.

Factors examined to establish that the sample was representive were sex, age, attendance status (mostly day or evening), enrollment status (full-time or part-time), transfer/degree intention and program major. See Appendix D for comparisons of survey respondents with the JCCC student body as a whole.

Summary of Results

* Scheduling decisions were not influenced by registration method (Table 5).

* Academic requirements were the most important factors in overall course selection.

  Over half of all respondents indicated the requirements at a four-year school to which they planned to transfer influenced their course selection decisions. This was also the most important reason for course selection decisions for the greatest number of respondents (see Tables 6 and 7).

When the most important reasons for course selection decisions were ranked by age ranges, a greater percentage of respondents 16 to 29 years old and 40 to 49 years old were influenced by transfer requirements. Respondents 30 to 39 years old were most influenced by general education requirements for a JCCC degree, and those 50 and older were influenced equally by what sounded interesting and what was needed for a current job (see Table 8).

* Class meeting time was most influential in course selection.

  Decisions to enroll in a particular section of a course were most infuenced by when the class met, both the time of day and the day of the week. This was true for respondents of all ages (see Tables 9 and 11).

* Characteristics of individual instructors were not very influential in decision-making process.

  Less than 30 percent of survey respondents were influenced by the specific instructor assigned to teach the class when making enrollment decisions (see Table 12).

* Recommendations from others were seldom influential in enrollment decisions unless respondent planned to earn an associate's degree.

  Recommendations to take or avoid particular courses or teachers were a major influence for less than 30 percent of respondents, regardless of who was making the recommendation or the age of the respondent (see Table 10). However, nearly 40 percent of those working toward an associate's degree indicated JCCC counselor recommendations were a major influence in their decisions pertaining to courses needed to fulfill general education requirements (see Table 13).

* Course preferences for fulfilling general education degree requirements surfaced for most categories (see Table 15).

* Dislike of instructor, schedule conflicts and bad grades were primary reasons for dropping classes.

  Over 100 respondents indicated dislike of an instructor or schedule conflicts would be sufficient cause to drop a class during the first week of a semester.

  After the first week of a semester, the largest single reason for dropping a class was that the student was earning a low grade. Difficulty of subject matter (reflecting the potential for earning a poor grade) was also mentioned by 20.4 percent of respondents as a catalyst for dropping a class during the first week of a semester (see Tables 16 to 19).

The following tables and brief narrative remarks summarize the major findings of the study. Questions and comments regarding this study may be directed to:

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Profile of Respondents

The characteristics of survey respondents were compared with those of the JCCC student body as a whole using the Fall 1986 Enrollment Report. As can be seen in Appendix D, characteristics of survey respondents closely paralleled those of JCCC students overall, suggesting that the present results are, in fact, representative. Tables 1 to 4 describe survey respondents. Highlights of findings were:

* The majority of respondents were female (54.2%).

* The largest single age range was comprised of respondents in their 20's (41.2%).

* The majority of respondents had completed just one or two semesters at JCCC (58.4%).

* Nearly half of all respondents attended mostly day classes (47.9%).

* Approximately half of all respondents enrolled at JCCC as preparation for transfer to a four-year college or university (47.9%), including a significant number of older students. Approximately one-fourth of the 30 to 49 year old respondents planned to transfer.

* Over 40 percent of all respondents planned to earn a JCCC associate's degree. When plans were analyzed by age ranges, 54.4 percent of respondents 30 to 39 and 61.9 percent of respondents 40 to 49 planned to earn as associate's degree, a greater percentage than in any of the other age ranges.

* Slightly more than one-third of respondents were enrolled in a career program; 32 of the JCCC career programs were represented.

Table 1

PROFILE OF RESPONDENTS

	Number of Responses	Percent
Sex		
Male	235	43.4%
Female	293	54.2
Unknown	13	2.4
Age		
16 to 19 years old	152	28.1%
20 to 29	223	41.2
30 to 39	90	16.6
40 to 49	42	7.8
50 to 59	7	1.3
60 and over	4	.7
Unknown	23	4.3
Current credit hour enrollment		
1- 5 credit hours (one class)	124	22.9%
6-11 (several classes)	162	29.9
12-17 (full-time status)	201	37.2
18 and over (ambitious full-time status)	17	3.1
Unknown	37	6.8
Number of semesters at JCCC		
One--this is first enrollment	142	26.2%
Two semesters	174	32.2
Three or four semesters	131	24.2
Five or six semesters	48	8.9
Seven or eight semesters	10	1.8
Nine semesters	4	.7
Unknown	32	5.9
Current schedule at JCCC		
Mostly day classes	259	47.9%
Mostly evening classes	175	32.3
Both day and evening classes	65	12.0
Saturday classes only	22	4.1
Unknown	20	3.7

Table 2

PROFILE OF RESPONDENTS
BY AGE

	16 to 19 n=152	20 to 29 n=223	30 to 39 n=90	40 to 49 n=42	50 & over n=11
Sex					
Male	49.3%	48.0%	38.9%	19.0%	45.5%
Female	50.7	52.0	61.1	78.6	54.5
Current credit hour enrollment					
1- 5 credit hours	11.8%	19.3%	45.6%	28.6%	54.5%
6-11	17.8	36.3	32.2	42.9	27.3
12-17	63.2	36.3	15.6	16.7	9.1
18 and over	4.6	4.5	0.0	0.0	0.0
Unknown	2.7	3.6	6.7	11.9	9.1
Number of semesters at JCCC					
One--this is first enrollment	30.9%	21.5%	28.9%	26.2%	45.5%
Two semesters	54.6	25.6	24.4	23.8	0.0
Three or four semesters	12.5	34.5	25.6	21.4	27.3
Five or six semesters	0.0	14.3	10.0	11.9	0.0
Seven or eight semesters	0.0	1.3	3.3	9.5	0.0
Nine semesters	0.0	.4	1.1	2.4	9.1
Unknown	2.0	2.2	6.7	4.8	18.2
Current schedule at JCCC					
Mostly day classes	79.6%	46.6%	20.0%	19.0%	27.3%
Mostly evening classes	9.2	33.2	56.7	64.3	45.5
Both day and evening classes	9.2	15.7	10.0	9.5	18.2
Saturday classes only	1.3	3.1	10.0	4.8	9.1
Unknown	.7	1.3	3.3	2.4	0.0

Table 3

REASON FOR ATTENDING JCCC

	Number of Responses	Percent
Plan to earn associate's degree		
Yes	219	40.5%
No	282	52.1
Unknown	40	7.4
Degree planned		
Associate of Arts degree	108	49.3%
Associate of Science degree	41	18.7
Associate of Applied Science/ATA degree	51	23.3
Unknown	19	8.6
Educational objective		
Prepare to transfer	259	47.9%
Prepare for a job	104	19.2
Improve skills for present job	47	8.7
Explore courses to decide on a career	37	6.8
Personal interest or self-improvement	34	6.3
Retrain for another job	21	3.9
Remedy or review basic skills	3	.6
Other or unknown	36	6.6

Table 4

REASON FOR ATTENDING JCCC
BY AGE

	Age of Respondents				
	16 to 19 n=152	20 to 29 n=223	30 to 39 n=90	40 to 49 n=42	50 & over n=11
Plan to earn associate's degree					
Yes	23.0%	44.8%	54.4%	61.9%	18.2%
No	69.7	49.8	38.9	33.3	63.6
Unknown	7.2	5.4	6.7	4.8	18.2
Degree planned					
Associate of Arts degree	51.4%	46.0%	40.8%	65.4%	100.0%
Associate of Science degree	20.0	21.0	18.4	7.7	0.0
Associate of Applied Science/ATA degree	17.1	25.0	34.7	11.5	0.0
Unknown	11.4	8.0	6.1	15.4	0.0
Educational objective					
Prepare to transfer	76.3%	46.6%	24.4%	26.2%	9.1%
Prepare for a job	7.9	26.5	23.3	21.4	27.3
Improve skills for present job	.7	8.5	17.8	14.3	27.3
Explore courses to decide on a career	9.2	7.2	13.3	7.1	0.0
Personal interest or self-improvement	0.0	3.6	10.0	21.4	27.3
Retrain for another job	.7	2.7	4.4	7.1	9.1
Remedy or review basic skills	0.0	.4	2.2	0.0	0.0
Other/unknown	5.2	4.5	4.4	2.4	0.0

Factors Influencing Course Selection

Tables 5 to 11 describe factors influencing course selection. Highlights were:

* Scheduling decisions seldom affected by registration method.

  The majority of students registered by telephone (72.1%), and less than 6 percent utilized late registration. Only 17 percent indicated the method of registering affected schedule decisions.

  Ways in which scheduling decisions were most often affected by the method of registration were: 1) respondents had less selection due to late enrollment (43.5%) and 2) more options were available due to early enrollment (21.7%).

* Academic requirements most important factors influencing course selection.

  Over half of all respondents (51.5%) indicated the requirements at a four-year school to which they planned to transfer influenced their course selection decisions. This was also the most important reason for course selection decisions for the greatest number of respondents (see Tables 6 and 7).

  JCCC general education requirements were influential in course selection decisions for one-third of survey respondents. Nearly 17 percent indicated this was the most important reason for course selection decisions. The respondents most influenced by JCCC general education requirements were in the 30 to 39 year old range.

  Although what sounded interesting was selected as one of the factors influencing course selection by nearly 45 percent of respondents, only 12.6 percent indicated it was the most important reason for course selection decisions.

* Choosing between different sections of a course most influenced by when the class met.

  About 90 percent of respondents indicated the time of day or the day of the week a class was scheduled to meet were influences in selecting which section of a given course in which to enroll. These factors were particularly influential among respondents in the 30 to 49 year old range, although one or both of these factors were the greatest influence for all age ranges.

* Recommendations from others seldom influential in enrollment decisions.

  Recommendations to take or avoid particular courses or teachers were a major influence for less than 30 percent of respondents, regardless of who was making the recommendation or the age of the respondent.

  Most influential were recommendations from JCCC counselors and other JCCC students, and least influential were recommendations from employers or advisors at four-year schools. Respondents under 30 years old were the most likely to be influenced by recommendations from others.

Table 5

REGISTRATION METHOD AND HOW IT
AFFECTED SCHEDULING DECISIONS

	Number of Responses	Percent
When students registered		
During telephone registration	390	72.1%
During walk-in registration on campus	112	20.7
During late registration	32	5.9
More than one method used to complete registration	6	1.1
Unknown	1	.2
Did way students registered affect schedule decisions?		
Yes	92	17.0%
No	444	82.1
Unknown	5	.9
Ways in which decisions were affected		
Had to take what was still open	40	43.5%
More options because of enrolling early	20	21.7
Felt rushed; bulletins were barely out before telephone registration began	7	7.6
Allowed no opportunity for input from others	4	4.3
Restricted opportunities to complete registration due to personal factors (job, transportation, etc.)	4	4.3
Other	2	2.2
Unknown	17	18.4

Table 6

FACTORS INFLUENCING COURSE SELECTION

	Number of Responses	Percent
Requirements for transfer to four-year school	277	51.5%
What sounded interesting to respondent	241	44.8
General education requirements for JCCC degree	184	34.2
Requirements to complete JCCC career program	102	19.0
What respondent needed to learn for current job	99	18.4
Prerequisites for JCCC program admittance	74	13.8
What friends were enrolling in	26	4.8
Other factors	55	10.2

NOTE: Multiple response item; percentages are not additive.

Table 7

MOST IMPORTANT REASON
FOR COURSE SELECTION DECISIONS

	Number of Responses	Percent
Requirements for transfer to four-year school	211	39.0%
General education requirements for JCCC degree	91	16.8
What sounded interesting to respondent	68	12.6
Requirements to complete JCCC career program	55	10.2
What respondent needed to learn for current job	45	8.3
Prerequisites for JCCC program admittance	22	4.1
What friends were enrolling in	3	.6
Other factors	31	5.7
Unknown	15	2.8

Table 8

FACTORS INFLUENCING COURSE SELECTION AND
MOST IMPORTANT REASON FOR COURSE SELECTION DECISIONS--BY AGE

	Age of Respondents				
	16 to 19 n=152	20 to 29 n=223	30 to 39 n=90	40 to 49 n=42	50 & over n=11
Factors influencing course selection*					
Requirements for transfer to four-year school	-74.8%	24.8%	27.8%	35.7%	9.1%
What sounded interesting to respondent	52.3	20.9	41.1	35.7	63.6
General education requirements for JCCC degree	20.5	19.8	43.3	33.3	27.3
Prerequisites for JCCC program admittance	12.6	7.4	13.3	14.3	9.1
Requirements to complete JCCC career program	10.6	11.1	22.2	21.4	0.0
What friends were enrolling in	10.6	2.2	0.0	0.0	0.0
What respondent needed to learn for current job	7.9	9.6	26.7	26.2	45.5
Other factors	8.6	4.1	16.7	14.3	9.1
Most important reason for course selection decisions					
Requirements for transfer to four-year school	59.9%	39.5%	16.7%	23.8%	0.0%
General education requirements for JCCC degree	8.6	19.3	23.3	21.4	18.2
What sounded interesting to respondent	13.8	10.8	16.7	7.1	27.3
Requirements to complete a JCCC career program	5.9	10.3	12.2	21.4	0.0
What respondent needed to learn for current job	2.0	8.5	14.4	11.9	27.3
Prerequisites for JCCC program admittance	3.9	3.6	5.6	2.4	0.0
What friends were enrolling in	0.0	0.0	3.3	0.0	0.0
Other	5.3	5.4	7.8	4.8	9.1
Unknown	.7	2.7	0.0	7.1	18.2

* Multiple response item; percentages are not additive

Table 9

FACTORS INFLUENCING DECISION TO ENROLL
IN A PARTICULAR SECTION OF A COURSE
WHEN A CHOICE IS AVAILABLE

	Major Influence	Minor Influence	Not an Influence	Unknown
Time of day class meets	80.0%	12.2%	3.5%	4.3%
Day of week class meets	58.0	28.5	9.6	3.9
Reputation of instructor	18.1	25.3	48.6	7.9
Amount of reading or writing required	3.5	29.9	57.9	8.7
Type of instructional method used	6.5	26.6	58.2	8.7
Other friends enrolled	4.3	15.0	72.1	8.7
Size of class	2.8	15.5	72.6	9.1
Other reasons	3.5	2.0	21.8	72.6

Number of respondents=541

Table 10

RECOMMENDATIONS INFLUENCING ENROLLMENT
DECISIONS CONCERNING JCCC COURSES OR TEACHERS

	Major Influence	Minor Influence	Not an Influence	Unknown
From JCCC counselors	27.2%	22.9%	44.2%	5.7%
From other JCCC students	22.0	26.4	45.5	6.1
From JCCC instructors	19.6	20.1	53.0	7.2
From parents or family members	10.4	22.4	60.8	6.5
From advisors at four-year colleges or universities	17.2	12.6	63.0	7.2
From an employer	9.1	10.9	73.0	7.0
From others	3.7	.9	25.5	69.9

Number of respondents=541

Table 11

FACTORS INFLUENCING DECISION TO ENROLL IN A PARTICULAR SECTION OF A COURSE WHEN A CHOICE IS AVAILABLE--BY AGE

	Age of Respondents				
	16 to 19 n=152	20 to 29 n=223	30 to 39 n=90	40 to 49 n=42	50 & over n=11
Time of day class meets					
Major influence	82.2%	78.0%	85.6%	90.5%	72.7%
Minor influence	12.5	15.2	8.9	0.0	0.0
Day of week class meets					
Major influence	53.9	56.5	64.4	69.0	63.6
Minor influence	31.6	31.4	25.6	16.7	18.2
Reputation of instructor					
Major influence	20.4	17.0	16.7	19.0	27.3
Minor influence	23.0	35.0	14.4	11.9	18.2
Amount of reading or writing required					
Major influence	2.0	4.0	4.4	2.4	9.1
Minor influence	39.5	30.5	20.0	23.8	0.0
Type of instructional method used					
Major influence	5.9	8.1	4.4	7.1	9.1
Minor influence	28.9	30.5	17.8	16.7	9.1
Other friends enrolled					
Major influence	7.9	3.6	2.2	0.0	0.0
Minor influence	23.0	17.5	4.4	4.8	0.0
Size of class					
Major influence	2.6	3.6	2.2	2.4	0.0
Minor influence	21.1	15.2	4.4	21.4	9.1
Other reasons					
Major influence	2.6	4.0	1.1	9.5	0.0
Minor influence	1.3	3.1	1.1	0.0	0.0

Influence of Instructor Characteristics on Decision to Enroll in a Particular Class

Less than 30 percent of survey respondents indicated their enrollment decisions were influenced by the instructor assigned to teach a course. Table 12 details the influence of various instructor characteristics on respondent decisions to enroll in particular classes. Preferences of those who were influenced were as follows:

* Over two-thirds preferred younger full-time experienced male instructors who utilized an informal teaching style. Additionally, the majority responding to this question preferred teachers with high expectations who were recommended by others and who employed a lecture/demonstration method of teaching.

* Of those indicating the teacher was an influence in course selection, a greater number responded to questions concerning academic considerations such as teacher expectations (n=92), instructional method (n=89), and teaching style (n=79) than to questions dealing with personal characteristics like the instructor's age (n=48) or sex (n=44).

Table 12

INFLUENCE OF INSTRUCTOR CHARACTERISTICS
ON DECISION TO ENROLL IN A PARTICULAR CLASS

	Number of Responses	Percent
Did who was teaching influence course selection?		
Yes	154	28.5%
No	366	67.7
Unknown	21	3.9
Sex of instructor		
Major influence	12	7.8%
Minor influence	38	24.7
Not an influence	101	65.6
Unknown	3	1.9
Preferred male instructors	32	72.7%
Preferred female instructors	12	27.3
Total indicating a preference	44	100.0%
Age of instructor		
Major influence	14	9.1%
Minor influence	44	28.6
Not an influence	92	59.7
Unknown	4	2.6
Preferred younger instructors	32	66.7%
Preferred older instructors	16	33.3
Total indicating a preference	48	100.0%

Table 12 (continued)

INFLUENCE OF INSTRUCTOR CHARACTERISTICS
ON DECISION TO ENROLL IN A PARTICULAR CLASS

	Number of Responses	Percent
Teaching experience of instructor		
Major influence	24	15.6%
Minor influence	64	41.6
Not an influence	61	39.6
Unknown	5	3.2
Preferred experienced instructors	51	78.5%
Preferred new instructors	14	21.5
Total indicating a preference	65	100.0%
Employment status of instructor		
Major influence	34	22.1%
Minor influence	47	30.5
Not an influence	69	44.8
Unknown	4	2.6
Preferred full-time instructors	52	83.9%
Preferred part-time instructors	10	16.1
Total indicating a preference	62	100.0%
Style of teaching		
Major influence	58	37.7%
Minor influence	61	39.6
Not an influence	32	20.8
Unknown	3	1.9
Preferred informal teaching style	70	88.6%
Preferred formal teaching style	9	11.4
Total indicating a preference	79	100.0%

Table 12 (continued)

INFLUENCE OF INSTRUCTOR CHARACTERISTICS
ON DECISION TO ENROLL IN A PARTICULAR CLASS

	Number of Responses	Percent
Instructional methodology		
Major influence	64	41.6%
Minor influence	60	39.0
Not an influence	21	13.6
Unknown	9	5.8
Preferred lecture/demo. method of teaching	50	56.2%
Preferred group discussion/seminar method	29	32.6
Preferred self-paced/computer assisted method	1	1.1
Preferred hands-on laboratory method	9	10.1
Total indicating a preference	89	100.0%
Teacher expectations		
Major influence	52	33.8%
Minor influence	76	49.4
Not an influence	17	11.0
Unknown	9	5.8
Preferred high expectations	47	51.1%
Preferred moderate expectations	45	48.9
Preferred low expectations	0	0.0
Total indicating a preference	92	100.0%
Reputation; preferred instructors recommended by others		
Major influence	87	56.5%
Minor influence	44	28.6
Not an influence	16	10.4
Unknown	7	4.5

Course Selection for Fulfillment of General Education Requirements for JCCC Associate's Degrees

The Associate of Arts, Associate of Science, and Associate of Applied Science degree requirements were implemented in fall of 1985. Most students enrolled at the time of implementation could complete degree requirements in effect prior to the policy change if continuous enrollment was maintained during each regular semester.

Survey respondents planning to earn a JCCC associate's degree were asked to indicate course preferences for fulfillment of associate degree requirements within each of the five areas of study. Tables 13 to 15 provide summaries of both influences affecting selection of courses to fulfill general education requirements and courses respondents plan to complete for fulfillment of those requirements. Highlights of these findings were:

* Factors affecting course selection decisions for degree-seekers similar to factors affecting all respondents.

  Over 75 percent of degree-seekers were influenced by courses offered at convenient times; approximately 90 percent of all respondents indicated the time of day or the day of the week a particular section of a course met was influential in course selection (see Table 9).

  Over 75 percent of degree-seekers also were influenced by their perception of how interesting courses appeared to be. This reason ranked second among factors influencing overall course selection for all respondents (see Table 6).

  The convenience of class meeting times and the perceived level of interest appeared to be particularly influential for degree-seekers 40 to 49 years old.

* Recommendations from JCCC counselors more important to degree-seekers.

  Nearly 40 percent of degree-seekers considered recommendations from JCCC counselors a major influence in selecting courses to fulfill JCCC general education requirements, as compared to 27.2 percent of all respondents who indicated that recommendations from JCCC counselors were a major influence (see Table 10).

* Selection of courses to fulfill general education requirements varied greatly in some divisions.

  Humanities and/or Arts requirements generated the widest variety of course selections. Introduction to Humanities was the most popular, followed by U.S. History to and U. S. History Since 1877, Introduction to Fiction, and Logic.

A variety of courses was also selected to fulfill the Social Science and/or Economics requirements. Introduction to Psychology, Economics I, and Sociology were the most popular choices.

Over 50 percent of respondents indicated a PE "activity" course as their choice for fulfillment of Health and/or Physical Education requirements. First Aid and CPR were the next most popular choices.

College Algebra was overwhelmingly the first choice for fulfillment of the math requirement for an Associate of Arts degree; Introduction to Algebra and Business Math were both popular choices for fulfillment of the Associate of Science or Associate of Applied Science degree requirements.

Life Science and Principles of Chemistry were the courses selected by the greatest number of degree-seekers to fulfill the science requirement.

* Course preferences for fulfilling general education degree requirements surfaced for most categories.

Courses most frequently selected within each area of study to fulfill JCCC degree requirements were:

Communications	Composition I	88.6%
Health/Physical Education	Any PE "activity" course	53.0
Humanities/Arts	Introduction to Humanities	35.5
Life Science	Life Science	40.9
Mathematics	College Algebra for AA degree	86.7
	Introduction to Algebra or Business Math for the AS or AAS degree	71.8
Physical Science	Principles of Chemistry	39.1
Social Science/Economics	Introduction to Psychology	53.6

Table 13

INFLUENCES AFFECTING SELECTION OF
COURSES TO FULFILL GENERAL EDUCATION REQUIREMENTS
FOR RESPONDENTS PLANNING TO EARN A DEGREE AT JCCC

	Major Influence	Minor Influence	Not an Influence	Unknown
What best fit schedule	53.0%	25.1%	14.6%	7.3%
What seemed interesting	52.1	25.1	14.6	8.2
Recommendations from JCCC counselors	39.7	23.3	29.2	7.8
What will transfer	37.4	22.4	30.1	10.0
Recommendations from JCCC instructors	17.4	24.2	48.4	10.0
Recommendations from other JCCC students	13.2	23.3	54.3	9.1
Taught by favorite teachers	11.9	20.1	58.0	10.0
What seemed easiest	1.8	20.5	67.1	10.5
Other	1.8	1.8	21.9	74.4

Number of respondents=219

Table 14

INFLUENCES AFFECTING SELECTION OF COURSES TO
FULFILL GENERAL EDUCATION REQUIREMENTS FOR JCCC DEGREE--BY AGE

	Age of Respondents				
	16 to 19 n=35	20 to 29 n=100	30 to 39 n=49	40 to 49 n=26	50 & over n=2
What best fit schedule					
Major influence	48.6%	54.0%	53.1%	61.5%	50.0%
Minor influence	25.7	26.0	22.4	26.9	0.0
What seemed interesting					
Major influence	54.3	47.0	57.1	65.4	50.0
Minor influence	28.6	30.0	20.4	15.4	0.0
Recommendations from JCCC counselors					
Major influence	40.0	37.0	38.8	46.2	100.0
Minor influence	22.9	25.0	24.5	19.2	0.0
What will transfer					
Major influence	60.0	39.0	26.5	23.1	50.0
Minor influence	20.0	18.0	24.5	34.6	50.0
Recommendations from JCCC instructors					
Major influence	25.7	15.0	18.4	15.4	0.0
Minor influence	20.0	27.0	20.4	26.9	0.0
Recommendations from other JCCC students					
Major influence	22.9	9.0	14.3	19.2	0.0
Minor influence	34.3	29.0	10.2	19.2	0.0
Taught by favorite teacher					
Major influence	17.1	6.0	16.3	19.2	50.0
Minor influence	25.7	24.0	8.2	23.1	0.0
What seemed easiest					
Major influence	0.0	2.0	2.0	3.8	0.0
Minor influence	37.1	20.0	16.3	11.5	0.0

Table 15

COURSES RESPONDENTS PLAN TO TAKE
TO FULFILL ASSOCIATE DEGREE REQUIREMENTS

	Number of Responses	Percent
Communications requirements		
Composition I	171	88.6%
Composition II	100	51.8
Interpersonal Communications	87	45.1
Public Speaking	24	12.4
Business Communications	17	8.8
Technical Writing	17	8.8
Social Science and/or Economics requirements		
Cultural Anthropology	10	5.6%
World Cultures	8	4.5
Physical Anthropology	2	1.1
Economics I	53	29.6
Basic Economics	33	18.4
Economics II	22	12.3
American Government	17	9.5
Intro. to Poli. Science: People, Power & Politics	10	5.6
Intro. to Comp. Gov.: Nations and Political Issues	5	2.8
International Relations: Politics of War and Peace	4	2.2
State and Local Gov.: Community Issues and Gov.	4	2.2
Intro. to Psychology	96	53.6
Sociology	51	28.5
Applied Psychology	19	10.6
Social Problems	14	7.8
Marriage and Family	6	3.4
Health and/or Physical Education Requirements		
Any PE "activity" course	87	53.0%
First Aid and CPR	29	17.7
Nutrition and Meal Planning	14	8.5
CPR Basic Rescue	12	7.3
Personal & Community Health	8	4.9
Individual Lifetime Sports	7	4.3
Intro. to Physical Education	6	3.7
Concepts in Physical Development	5	3.0
Fundamentals of Athletics	2	1.2
Any beginning equestrian course	2	1.2
Sports Officiating	2	1.2

NOTE: Multiple response item; numbers and percentages are not additive.

Table 15 (continued)

COURSES RESPONDENTS PLAN TO TAKE
TO FULFILL ASSOCIATE DEGREE REQUIREMENTS

	Number of Responses	Percent
Humanities and/or Arts Requirements		
Spanish	17	10.2%
French	8	4.8
German	6	3.6
Intro. to Humanities	59	35.5
Comparative Cultures	10	6.0
Intro. to Art History	9	5.4
Intro. to Music Listening	8	4.8
Intro. to Jazz Listening	5	3.0
History of Photography	4	2.4
Issues of Contemporary Photography	3	1.8
Modern Art History	1	.6
U.S. History since 1877	27	16.3
U.S. History to 1877	23	13.9
Local and Kansas History	12	7.2
Western Civilization I	11	6.6
European History	5	3.0
Eastern Civilization	1	.6
Intro. to Fiction	20	12.0
American Writers	13	7.8
Intro. to Theater	7	4.2
Poetry and Drama	3	1.8
Masterpieces of the Cinema	3	1.8
Logic	20	12.0
Ethics	17	10.2
Intro. to Philosophy	17	10.2
Philosophy of Religion	3	1.8
History of Ancient Philosophy	1	.6
Philosophy of Current Civilization	1	.6

NOTE: Multiple response item; numbers and percentages are not additive.

Table 15 (continued)

COURSES RESPONDENTS PLAN TO TAKE
TO FULFILL ASSOCIATE DEGREE REQUIREMENTS

	Number of Responses	Percent
Science and Mathematics Requirements		
Life Science Requirements		
Life Science	36	40.9%
Human Anatomy & Physiology	20	22.7
Human Anatomy	15	17.0
Principles of Biology & Lab	14	15.9
Environmental Science & Lab	7	8.0
General Zoology	5	5.7
Human Physiology	5	5.7
Microbiology & Lab	3	3.4
General Botany	1	1.1
Physical Science Requirements		
Principles of Chemistry	25	39.1%
Astronomy	14	21.9
Physical Science	10	15.6
General Chemistry I & Lab	9	14.1
General Geology	6	9.4
Engineering Physics I	6	9.4
General Chemistry II & Lab	4	6.3
Principles of Organic Chemistry	4	6.3
Engineering Physics II	4	6.3
Historical Geology	3	4.7
Physical Geography & Lab	2	3.1
General Physics I	2	3.1
Intro. to Quantitative Analysis	1	1.6

NOTE: Multiple response item; numbers and percentages are not additive

Table 15 (continued)

COURSES RESPONDENTS PLAN TO TAKE
TO FULFILL ASSOCIATE DEGREE REQUIREMENTS

	Number of Responses	Percent
Mathematics Requirements for AA degree		
College Algebra	85	86.7%
Trigonometry	14	14.3
Calculus I	13	13.3
Statistics	5	5.1
Analytic Geometry-Calculus I	3	3.1
Mathematics Requirements for AS or AAS degree		
Intro. to Algebra	46	35.9%
Business Math	46	35.9
Intermediate Algebra	31	24.2
Technical Math I	13	10.2
Technical Math II	12	9.4
Calculus II	11	8.6
Computer Math I	10	7.8
Trigonometry	6	4.7
Math for Modern Living	4	3.1
Analytical Geometry-Calculus II	4	3.1
Geometry	3	2.3
Analytical Geometry-Calculus III	3	2.3
Differential Equations	3	2.3
Computer Math II	2	1.6
Other Choices for Science and Mathematics Requirements		
General Nutrition	13	65.0%
Technical Physics I	6	30.0
Energy Alternatives	4	20.0
Technical Physics II	1	5.0

NOTE: Multiple response item; numbers and percentages are not additive.

Reasons for Schedule Changes

To elicit the most thoughtful responses possible, open-ended questions were utilized to explore reasons students dropped classes. Similar responses were then grouped for analysis purposes. Because the majority of respondents were under 30 years of age, percentages for overall findings reflected reasons most often cited by younger respondents. Consequently, separate tables have been included providing results by age. Caution should be exercised in interpreting data by age ranges due to the small number of respondents in some categories.

Tables 16 to 19 provide detailed results. Highlights of these findings were:

* Similar reasons cited for dropping classes either during or after the first week of a semester.

  One in five respondents dropped classes because of the difficulty of the subject matter during the first week of the semester; more than 50 percent of respondents cited reasons related to the difficulty of the subject matter (either bad grades or the inability to keep up) as reasons for dropping classes after the first week.

  Insufficient time, either because of conflicts with work schedules or for other reasons, ranked second among reasons for dropping classes both during and after the first week of a semester.

  Dislike of the instructor was the reason cited most often for dropping a class during the first week of a semester; it was the fifth most common reason for dropping a class after the first week of a semester.

* Few respondents adamant about never dropping a class.

  One in eight respondents had never dropped a class during the first week in a semester and indicated they never would. Respondents 30 to 39 years old were least likely to drop a class either at the start of a semester or later.

* Reason for dropping classes differed somewhat for various age groups.

  Younger respondents were more likely to drop a class during the first week of a semester because they did not like the instructor, while the reason cited most often for dropping a class for respondents over 30 years of age was due to conflicts with work or other commitments.

  Younger respondents were more prone to drop a class after the first week of a semester due to earning a low grade which could not be improved. Over 40 percent of respondents 16 to 29 years old cited this reason, compared to 17.4 percent of 30 to 39 year-olds and 23.1 percent of 40 to 49 year-olds. No one 50 and older gave this reason for dropping a class.

* Perception of course difficulty as reason to drop apparently an inverse function of age.

  The percent of respondents dropping a class during the first week of a semester due to the perceived level of difficulty ranged from a high of 22.9 percent for 16 to 19 year-olds to a low of 14.3 percent for 40 to 49 year-olds. No one 50 and older cited this reason.

Table 16

REASONS FOR DROPPING OR ADDING CLASSES
DURING THE FIRST WEEK OF A SEMESTER

	Number of Responses	Percent
Reasons for dropping classes		
Did not like instructor	120	26.4%
Conflict with work or other schedule; bad time	106	23.3
Difficulty of subject; course too hard	93	20.4
Not what student expected; boring; did not like it	71	15.6
Have never dropped a course and never would	57	12.5
Did not need it/not teaching what student wanted	36	7.9
Enrolled in too many credit hours	20	4.4
No time for it	18	4.0
Personal problems	15	3.3
Hard grading scale or unreasonable requirements	14	3.1
Physical problems	11	2.4
Interferred with other courses student wanted more	7	1.5
Change of plans	6	1.3
Found out course would not transfer	5	1.1
Course cancelled	3	.7
Class size (too large or too small)	3	.7
Did not like classmates	1	.2
Other	4	.9
Reasons for adding classes		
Added courses when student had extra time	28	6.2
Add a course that seemed interesting or worthwhile	19	4.2
Course originally full, but opened up	9	2.0
Add course needed for transfer to 4-year school	4	.9

NOTE: Multiple response item; numbers and percentages are not additive.

Table 17

PRIMARY REASONS FOR DROPPING CLASSES
DURING THE FIRST WEEK OF A SEMESTER--BY AGE

	Age of Respondents				
	16 to 19 n=140	20 to 29 n=196	30 to 39 n=73	40 to 49 n=28	50 & over n=9
Did not like instructor	36.4%	24.0%	17.8%	21.4%	22.2%
Conflict with work or other schedule; bad time	13.6	23.5	37.0	32.1	33.3
Difficulty of subject; course too hard	22.9	21.9	17.8	14.3	0.0
Not what student expected; boring; did not like it	25.0	12.8	6.8	0.0	33.3
Never dropped a course and never would	14.3	10.7	15.1	10.7	22.2
Did not need it or was not teaching what student wanted	11.4	7.1	2.7	7.1	11.1
Enrolled in too many credit hours	4.3	5.6	1.4	7.1	0.0
No time for it	4.3	4.1	1.4	7.1	0.0
Personal problems	0.0	4.1	5.5	10.7	0.0
Hard grading scale or unreasonable requirements	1.4	4.1	2.7	3.6	0.0
Physical or health problems	0.0	2.6	1.4	14.3	11.1
Interferred with other courses student wanted more	2.1	.5	2.7	0.0	11.1
Change of plans	.7	2.0	1.4	0.0	0.0
Found out course would not transfer	1.4	1.0	1.4	0.0	0.0
Course cancelled	0.0	1.5	0.0	0.0	0.0
Class size (too large or too small)	.7	1.0	0.0	0.0	0.0
Did not like classmates	.7	0.0	0.0	0.0	0.0
Other	0.0	1.0	2.7	0.0	0.0

NOTE: Multiple response question; percentages are not additive

Table 18

REASONS FOR DROPPING CLASSES
AFTER THE FIRST WEEK OF A SEMESTER

	Number of Responses	Percent
Getting bad grade; could not bring it up	159	37.1%
Conflict with work schedule; personal problems	80	18.7
Not enough study time; could not keep up	77	18.0
Would never drop a class for any reason	70	16.4
Did not like instructor	60	14.0
Did not like course/too difficult/not as expected	26	6.1
Physical problems; illness/accident/death	25	5.8
Course was not needed	17	4.0
Course would not transfer	3	.7
Reasons "beyond student's control"	3	.7

NOTE: Multiple response item; numbers and percentages are not additive.

Table 19

PRIMARY REASONS FOR DROPPING CLASSES
AFTER THE FIRST WEEK OF A SEMESTER--BY AGE

	Age of Respondents				
	16 to 19 n=130	20 to 29 n=185	30 to 39 n=69	40 to 49 n=26	50 & over n=9
Getting bad grade; could not bring it up	46.9%	42.2%	17.4%	23.1%	0.0%
Conflict with work schedule; personal problems	6.9	20.0	37.7	19.2	11.1
Not enough study time; could not keep up	16.2	18.9	15.9	19.2	33.3
Would never drop a class for any reason	17.7	12.4	24.6	19.2	11.1
Did not like instructor	16.2	13.5	14.5	3.8	11.1
Did not like course; material too difficult; not as expected	8.5	5.9	2.9	0.0	11.1
Physical problems; illness/accident/death	3.8	5.9	2.9	15.4	22.2
Course was not needed	2.3	5.4	1.4	11.5	0.0
Course would not transfer	2.3	0.0	0.0	0.0	0.0
Reasons "beyond student's control"	0.0	0.0	4.3	0.0	0.0

NOTE: Multiple response question; percentages are not additive

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APPENDIX A

JOHNSON COUNTY COMMUNITY COLLEGE

SURVEY OF COURSE SELECTION AND DECISION-MAKING
BY JCCC STUDENTS, SPRING 1987

DIRECTIONS: Johnson County Community College would like your help in learning more about how students make class selection decisions. By gaining a better understanding of students' decision-making processes, JCCC will be in a better position to assist future students like you to complete the enrollment process as efficiently as possible.

First, think back to how you decided in which courses to enroll this semester. Then, please answer each of the following questions as thoughtfully and completely as you can. The survey contains directions about some questions, including skipping questions that might not apply to you. These are to help you move quickly through the survey.

The college needs your help, and your input is greatly appreciated.

NOTE: Please complete ONE SURVEY ONLY. If you have had an opportunity to participate in this study in another class, do not complete a second survey form. Thank you!

---

1. When did you register for classes at JCCC this semester?

   _____1. during telephone registration in November-December, 1986
   _____2. during walk-in registration on campus in January, 1987
   _____3. during late registration in January, 1987

2. Do you think that the way that you registered for classes in any way affected the decisions you made about your class schedule?

   _____1. no
   _____2. yes If "yes," how were your decisions affected?

   _____

3. How did you decide which course(s) you wanted to take this semester? (Check all that apply.)

   _____1. by what was required to fulfill the requirements of a four-year college or university to which you plan to transfer.
   _____2. by what was required to fulfill JCCC general education requirements for an associate's degree.
   _____3. by what was required to complete a JCCC career program.
   _____4. by what I needed to learn for my current job.
   _____5. by what I needed as prerequisites to enter a JCCC program.
   _____6. by what sounded interesting to me.
   _____7. by what my friends were enrolling in.
   _____8. other; please describe

   _____

4. Which of the above reasons was <u>most</u> important in your class selection decisions? (Circle only one number)

   1 2 3 4 5 6 7 8

5. If you enrolled in more than one course, did you build your spring semester schedule around one particular course?

_____1. yes

_____2. no If "no," please skip to question #9.

6. Which course did you build your schedule around? _____

_____

7. Why did you build your class schedule around this particular course?

_____

_____

_____

8. If, for example, a 9:00 a.m. section of a required course that you had built your schedule around was full, what would you most likely do? (Check only one response.)

_____1. enroll in another section of the same course at a different time

_____2. enroll in a different course at the same time (9:00 a.m.)

_____3. reorganize your entire schedule of classes

_____4. put off taking the required course until another semester

_____5. try to get special permission to enroll in the full class

_____6. other, please describe

_____

9. When choosing among different sections of the same course you wanted to take, how much did each of the following influence your choice of section. (Circle the most appropriate number for each.)

	Major Influence	Minor Influence	Not an Influence
a. day of the week the section meets	3	2	1
b. time of day the section meets	3	2	1
c. reputation of the instructor	3	2	1
d. amount of reading or writing required	3	2	1
e. (type of) instructional method used	3	2	1
f. other friends enrolled in the section	3	2	1
g. size of class	3	2	1
h. other; please describe:	3	2	1

_____

10. How much did recommendations to take or avoid particular courses or teachers influence your enrollment decisions when the recommendation came from each of the following sources. (Circle the most appropriate number for each.)

	Major Influence	Minor Influence	Not an Influence
a. recommendations from other JCCC students	3	2	1
b. recommendations from JCCC counselors	3	2	1
c. recommendations from parents or family members	3	2	1
d. recommendations from JCCC instructors	3	2	1
e. recommendations from advisors at four-year colleges or universities	3	2	1
f. recommendations from an employer	3	2	1
g. other; please describe: _____	3	2	1

11. When choosing among courses, or sections of courses, did who was teaching the class (the instructor) influence your decision to enroll in the class?

_____1. yes

_____2. no If "no," please skip to question #13.

12. When choosing among instructors from whom to take a class, how much did each of the following influence your decision of which classes to take. (Circle the number of your response for each, and indicate your preference where appropriate by circling one underlined word or phrase in each parenthesis.)

	Major Influence	Minor Influence	Not an Influence
a. sex; I prefer (men, women) instructors	3	2	1
b. age; I prefer (younger, older) instructors	3	2	1
c. experience; I prefer (new, tenured) instructors	3	2	1
d. employment status; I prefer (full-time, part-time) instructors	3	2	1
e. style; I prefer (formal, informal) style	3	2	1
f. instructional methodology; I prefer (lecture/demonstration, group discussion/seminar, self-paced/computer-assisted, hands-on/laboratory) methods of instruction.	3	2	1
g. academic rigor; I prefer instructors with (high, moderate, low) expectations for students.	3	2	1
h. reputation; I prefer those recommended by others.	3	2	1

13. Do you plan to earn an associate's degree from Johnson County Community College?

_____1. yes If "yes," please complete the insert,"COURSE SELECTIONS FOR FULFILLING THE GENERAL EDUCATION REQUIREMENTS."

_____2. no If "no," please skip to question #15.

14. How much did each of the following influence your choice of courses to fulfill general education requirements? (Circle the most appropriate number for each.)

	Major Influence	Minor Influence	Not an Influence
a. recommendations from other JCCC students	3	2	1
b. recommendations from JCCC instructors	3	2	1
c. recommendations from counselors	3	2	1
d. what fits best in my schedule	3	2	1
e. what seems interesting to me	3	2	1
f. what I'm sure will transfer to a 4-year institution	3	2	1
g. what seems easiest	3	2	1
h. which classes are taught by my favorite instructors	3	2	1
i. other; please describe:	3	2	1

_____

15. For what reasons would you drop or add courses during the first week of classes?

_____

_____

16. For what reasons would you drop or add a course after you were officially enrolled in it--and would, therefore, receive a "W" on your transcript?

_____

_____

17. Sex:
____1. male
____2. female

18. Age: _____

19. Number of semesters at JCCC (including this one): _____

20. Credit hours currently enrolled in at JCCC _____

21. Program/major at JCCC:

_____

22. Which of the following best describes your current class schedule?

____1. mostly day classes
____2. mostly evening classes
____3. both day and evening classes
____4. Saturday class(es) only

23. Please indicate which of the following was your primary motivation for enrolling at JCCC. (Check only one)

_____1. to prepare to transfer to another college or university
_____2. to prepare for a job
_____3. to improve skills for a present job
_____4. to explore courses to decide on a career
_____5. to remedy or review basic skills
_____6. for personal interest or self-improvement
_____7. to retrain for another job
_____8. other; please describe _____

THANK YOU FOR YOUR HELP IN COLLEGE PLANNING!

APPENDIX B

JOHNSON COUNTY COMMUNITY COLLEGE

COURSE SELECTIONS FOR FULFILLING ASSOCIATE DEGREE REQUIREMENTS

DIRECTIONS: In order to earn one of the three associate degrees conferred by Johnson County Community College (Associate of Arts, Associate of Science, and Associate of Applied Science), a student must fulfill course requirements in five different areas of study. The requirements vary for each degree, and these are specified below.

First, indicate which degree you plan to earn from Johnson County Community College, then indicate how you plan to fulfill degree requirements in each area by checking all of the courses that you plan to take to earn your associate's degree.

Which degree do you plan to earn from JCCC? (Check only one.)

_____ Associate of Arts _____ Associate of Science _____ Associate of Applied Science (previously called Associate of Technical Arts)

_____ none If "none," DO NOT COMPLETE THIS FORM.

---

1. Communications Requirements:

Associate of Arts: Must include Composition I and II, and either Interpersonal Communications or Public Speaking (9 hours).
Associate of Science: Must include Composition I, and one other listed course (6 hours).
Associate of Applied Science: Must include Composition I (3 hours).

COURSES I PLAN TO TAKE TO FULFILL THIS REQUIREMENT: (Check all that apply; either one, two, or three courses.)

_____ Composition I
_____ Composition II
_____ Interpersonal Communication
_____ Public Speaking
_____ Business Communications
_____ Technical Writing

---

2. Social Science and/or Economics Requirements:

Associate of Arts: Two courses (6 hours), but no more than one from any of the categories.
Associate of Science: One course (3 hours) from any of the categories.
Associate of Applied Science: One course (3 hours) from any of the categories.

COURSES I PLAN TO TAKE TO FULFILL THIS REQUIREMENT: (Check all that apply; either one or two courses.)

Anthropology
_____ Cultural Anthropology
_____ Physical Anthropology
_____ World Cultures

Economics
_____ Basic Economics
_____ Economics I
_____ Economics II

Political Science
_____ American National Govrnmnt
_____ International Relations: Politics of War & Peace
_____ Intro Comparative Govrnmnt Nations & Political Issues
_____ Intro Political Science: People, Power & Politics
_____ State and Local Govrnmnt: Community Issues & Govrnmnt

Psychology
_____ Applied Psychology
_____ Intro to Psychology

Sociology
_____ Social Problems
_____ Marriage and Family
_____ Sociology

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3. Health and/or Physical Education Requirements:

All Associate Degree Programs: Any one of the following listed courses (1 hour).

COURSES I PLAN TO TAKE TO FULFILL THIS REQUIREMENT: (Check any one course.)

_____ Any Physical Education "activity" course (e.g. tennis, aerobics, dance, bowling, etc.)
_____ Concepts in Physical Development
_____ Intro to Physical Education
_____ Fundamentals of Athletics
_____ Any beginning equestrian course
_____ Individual Lifetime Sports
_____ First Aid and CPR
_____ Personal & Community Health
_____ Sports Officiating
_____ CPR Basic Rescue
_____ Nutrition & Meal Planning

[Please turn over]

4. Humanities and/or Arts Requirements:

Associate of Arts--Two courses, but no more than one from any of the categories (6 hours).
Associate of Science--One course from any of the categories (3 hours).
Associate of Applied Science--One course from any of the categories (3 hours).

COURSES I PLAN TO TAKE TO FULFILL THIS REQUIREMENT: (Check all that apply; either one or two courses.)

Foreign Language
_____ Inter or Adv Spanish
_____ Inter or Adv French
_____ Inter or Adv German

Humanities and Art
_____ Comparative Cultures
_____ Intro to Humanities
_____ Intro to Art History
_____ Modern Art History
_____ Intro to Music Listening
_____ Intro to Jazz Listening
_____ History of Photography
_____ Issues of Contemporary Photography

History
_____ European History
_____ Local & Kansas History
_____ Modern Russian History
_____ U.S. History to 1877
_____ U.S. History since 1877
_____ Western Civilization I
_____ Western Civilization II
_____ Eastern Civilization

Literature/Theater
_____ Poetry and Drama
_____ Intro to Fiction
_____ American Writers
_____ Masterpieces of the Cinema
_____ Intro to Theater
_____ British Writers

Philosophy
_____ Ethics
_____ History of Ancient Philosophy
_____ Intro to Philosophy
_____ Logic
_____ Philosophy of Religion
_____ Philosophy of Current Civilization

5. Science and Mathematics Requirements:

Associate of Arts: Must include at least one mathematics course and one science course, and must total 9 hours. The mathematics course(s) must be from Math, Column AA below. The science course(s) must be a physical science or life science.

Associate of Science: Must include at least one mathematics course and one lab science, and must total 12 hours. The mathematics course(s) may be any course listed below. The science course may be any listed below, including additional courses.

Associate of Applied Science: Any mathematics or physical science course listed (3 hours).

COURSES I PLAN TO TAKE TO FULFILL THIS REQUIREMENT: (Check all that apply; either one, two, or three courses.)

Math, Column AA
_____ College Algebra (5)
_____ Trigonometry (3)
_____ Statistics (3)
_____ Calculus I (3)
_____ Analytic Geometry-Calculus I (5)

Mathematics
_____ Intro to Algebra (3)
_____ Intermediate Algebra (3)
_____ Business Math (3)
_____ Math in Our Culture (3)
_____ Math for Modern Living (3)
_____ Technical Math I (4)
_____ Technical Math II (4)

Mathematics
_____ Computer Math I (4)
_____ Computer Math II (4)
_____ Trigonometry (3)
_____ Geometry (2)
_____ Calculus II (3)
_____ Anal Geo & Calculus II (5)
_____ Anal Geo & Calclus III (5)
_____ Differential Equations (3)

Life Science

LAB SCIENCES:
_____ Life Science (4)
_____ General Botany (5)
_____ General Zoology (5)
_____ Human Anatomy (4)
_____ Human Physiology (4)
_____ Human Anatomy & Physiology (5)
_____ Microbiology & Lab (5)
_____ Principles of Biology & Lab (4)
_____ Environmental Science and Lab (4)

ADDITIONAL COURSES:

_____ Pathophsiology (4)
_____ General Nutrition (3)

Physical Science

LAB SCIENCES:
_____ Principles of Chemistry (5)
_____ General Chemstry I & Lab (5)
_____ Generl Chemstry II & Lab (5)
_____ Intro to Quantitative Analysis (5)
_____ Principles of Organic Chemistry (5)

Physical Science

LAB SCIENCES:
_____ Astronomy (4)
_____ General Geology (5)
_____ Historical Geology (5)
_____ Physicl Geogrphy & Lab (5)
_____ Physical Science (4)
_____ Engineering Physics I (5)
_____ Engineering Physics II (5)
_____ General Physics I (5)
_____ General Physics II (5)

ADDITIONAL COURSES

_____ Energy Alternatives (3)
_____ Technical Physics I (4)
_____ Technical Physics II (3)

CONTINUE WITH QUESTION #14 IN THE SURVEY BOOKLET.

APPENDIX C

CLASSES UTILIZED FOR ADMINISTRATION OF THE
SURVEY OF COURSE SELECTION AND DECISION-MAKING
BY JCCC STUDENTS, SPRING 1987

Class	Day	Time
ENGL 106 11 Intro. to Writing	R	6:00- 8:45 pm
ENGL 121 05 Composition I	M-W-F	8:00- 8:55 am
ENGL 121 06 "	M-W-F	9:00- 9:55 am
ENGL 121 10 "	M-W-F	11:00-11:55 am
ENGL 122 01 Composition II	M-W-F	7:00- 7:55 am
ENGL 122 08 "	M-W-F	9:00- 9:55 am
ENGL 122 17 "	M-W	1:00- 2:20 pm
ENGL 230 01 Intro. to Fiction	M-W-F	8:00- 8:55 am
ENGL 231 02 American Writers	T-R	9:30-10:50 am
SPD 120 11 Interpersonal Com.	M	6:00- 8:45 pm
BIOL 144 01 Human A & P	M-W-F	12:00- 2:10 pm
CHEM 122 03 Prin. of Chemistry	M-W-R-F	10:00-10:55 am
PSYC 121 02 Applied Psychology	M	3:00- 5:45 pm
PSYC 130 01 Intro. to Psych.	M-W-F	8:00- 8:55 am
PSYC 130 08 "	M-W-F	12:00-12:55 pm
HUM 122 12 Intro. to Humanities	W	6:00- 8:45 pm
ELEC 120 01 Intro. to Electronics	M-W	8:00-10:55 am
HMGT 121 01 Hospitality Fund.	M	3:00- 5:45 pm
PL 123 02 Paralegal Studies	W	6:00- 6:55 pm
CPCA 128 02 SMART Software	F	6:00- 8:00 pm
SEC 110 04 Beginning Typing	W	6:00- 8:45 pm
DP 134 11 Programming Fund.	S	9:00-11:45 am
DP 124 06 Bus. Data Processing	M-W	7:30- 8:50 pm
BUS 121 03 Intro. to Business	M-W-F	11:00-11:55 am
BUS 140 02 Prin. of Supervision	T	6:00- 8:45 pm
ACCT 121 11 Accounting I	M	6:00- 8:45 pm
MATH 115 50 Intro. to Algebra	R	6:00- 8:45 pm
MATH 116 70 Inter. Algebra	M-W-F	9:30-10:45 am
MATH 120 04 Business Math	R	6:00- 8:45 pm
MATH 133 01 Technical Math I	M-T-W-R	1:00- 1:55 pm
MATH 232 01 Calculus II	M-W-F	10:00-10:55 am
MATH 243 01 Anal. Geo/Cal. III	MTWRF	11:00-11:55 am

APPENDIX D

COMPARISON OF SURVEY RESPONDENTS
WITH THE JCCC FALL 1986 ENROLLMENT REPORT

The following information provides comparisons of results from the March 1987 survey of a convenient sample of representative JCCC classes and comparable data describing the entire JCCC student body. In some instances, appropriate adjustments were made to include or exclude unknown values to assure accurate comparisons.

Characteristic	Survey Respondents	Fall '86 Headcount
Sex:		
Female	54.2%	57.6%
Male	43.4	42.4
Age:		
20 or younger	37.5%	30.3%
21 to 23 years old	14.6	15.1
24 to 26	9.4	10.9
27 to 29	7.8	8.0
30 to 39	16.6	20.4
40 to 49	7.8	8.4
50 and older	2.0	3.4
Unknown	4.3	3.4
Attendance status:		
Attended mostly day classes	49.7%	44.9%
Attended mostly evening classes	33.6	35.5
Attended both day and evening classes	12.5	13.6
Other/Saturday classes	4.2	6.1
Enrollment status:		
Part-time (under 12 credit hours)	56.7%	73.4%
Full-time (12 or more credit hours)	43.3	26.6
Plan to earn associate's degree	40.5%	40.7%
Plan to transfer	41.2%	47.9%
Enrolled in a career program (32 of JCCC's career programs were represented)	37.3%	32.5%

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